

YEAR 11 BULLETIN

CARING - DETERMINED - REFLECTIVE

HOW MUCH REVISION?

Unfortunately, there is no miracle number that tells us exactly how much students should be revising each week. Every student is different and it is important that you work together as a family to find a revision routine that works for all of you. According to The Student Room, successful students revise for between 15 and 20 hours per week. That’s just over 2 and a half hours per day.

It is important that students spend this time **ACTIVELY** revising rather than **PASSIVELY** revising. Passive revision will look like a student reading through notes, highlighting key ideas and copying things down. While it’s positive that the student is sitting down to revise, these activities are not going to have the best results. Instead, encourage your child to complete timed responses, plans, summaries, practise questions, etc in order to revise actively.

GCSE MINDSET

This week, students are going to be exploring what is known as ‘The Problem Solving Cycle.’ As their exams draw closer, they may find themselves coming up against problems and barriers that they are not sure how to solve. This week’s session will give students the tools to solve these problems themselves.

First, students are going to think about a problem or barrier they are currently facing. It might be that they were absent for a lot of a particular unit, it might be that they are underperforming in a particular subject or are struggling to motivate themselves to revise at home.

They will then break the problem down into four stages (shown to the right). This will help them come up with an efficient plan to fix the problem or break down the barrier.

Discuss any potential problems or barriers your child is currently facing. Is there anything you can do together to overcome these?

<p>1: Explore the problem: <i>What is currently happening?</i></p> <p>Spend 7 minutes assessing the exact situation you are in. Do not use judgmental or emotional language (terrible, crap, nightmare). Use facts and figures (I am on a grade 2, my motivation is low). Dredge up every last piece of evidence you can find - grades, test scores, attendance, levels of effort and energy. Describe only - do not use because just yet; avoid justifying anything. Calmly list everything about your current situation.</p>	<p>2: Analyse the problem: <i>Why is this happening?</i></p> <p>Spend 7 minutes listing every single reason why this problem is occurring. Make your list as long as possible, exploring yourself and your own actions, your attitudes and beliefs, the influence of those around you, your classrooms, lessons, work materials, the impact of external events, teachers, tutors, etc.</p>
<p>3: Decide a course of action: <i>What are my options?</i></p> <p>Spend 7 minutes looking back at what is happening and why. Only focus on the things that you can solve. Calmly set aside things that are outside of your control. Sift through your analysis of the problem and begin listing the things that you could do. Be uncritical, ignore the part of your brain saying, ‘that’s a terrible idea’ and continue to list courses of action. Start with ‘I could...’ and go from there. When you are stuck, bring to mind everyone who could help you! When you have finished pick your best three options.</p>	<p>4: Experiment with a course of action: <i>How did it go and what have I learned?</i></p> <p>You will be in this phase for 1 week. Try one of your top three adjustments. As you go along, get a sense of how it is working. Persist with it, thinking about its impact on your learning.</p>